

Utah State University

DigitalCommons@USU

Faculty Senate & Faculty Senate Executive
Committee

Faculty Senate

2-4-2019

Faculty Senate Agenda, February 4, 2019

Utah State University

Follow this and additional works at: https://digitalcommons.usu.edu/fs_fsexec

Recommended Citation

Utah State University, "Faculty Senate Agenda, February 4, 2019" (2019). *Faculty Senate & Faculty Senate Executive Committee*. Paper 582.

https://digitalcommons.usu.edu/fs_fsexec/582

This Faculty Senate Agenda is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Faculty Senate & Faculty Senate Executive Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.





FACULTY SENATE AGENDA

February 4, 2019

3:00 – 5:00 p.m.

Merrill-Cazier Library, Room 154

Agenda

- 3:00 Call to Order** Rebecca Lawver
[Approval of Minutes](#) – January 7, 2019
- 3:05 University Business** Noelle Cockett, President | Frank Galey, Provost
- 3:20 Information**
[EPC Monthly Report](#) – January 10, 2019 Edward Reeve
- 3:25 Reports**
[Academic Freedom and Tenure](#) Annual Report Michael Lyons
[Council on Teacher Education](#) Annual Report..... Sylvia Read
- 3:35 Old Business**
(Second Reading)
[405.7.2](#) – External Reviewers Britt Fagerheim
- 3:40 New Business**
[Greenhouse Gas Resolution](#)..... Patrick Belmont
- (First Reading)
[403.3.1](#) – Standards of Conduct – Faculty Responsibilities to Students Britt Fagerheim
[403.3.2](#) – Standards of Conduct – Professional Obligations Britt Fagerheim
[405.2.1](#) – [405.3.2](#) – [405.5.1](#) – [405.10.1](#) Community Engagement Inclusion..... Britt Fagerheim
[407.1.1](#) – Non Punitive Measure..... Britt Fagerheim
[407.8.5\(3\)](#) – Sexual Harassment Britt Fagerheim
[407.11.2\(2\)](#) - Notification of Faculty Member..... Britt Fagerheim
[407.11.3\(2\)](#) – Protection of Complainant and Others Britt Fagerheim
- 4:30 Adjourn**



FACULTY SENATE MINUTES

January 7, 2019

3:00 – 5:00 pm

Merrill-Cazier Library, Room 154

Call to Order – Becki Lawver

Approval of Minutes – [December 3, 2018](#)

Minutes approved as distributed.

University Business - Noelle Cockett, President | Frank Galey, Provost

President Cockett, Provost Galey and Vice President Abercrombie gave a presentation to USU's Staff and Employee Association (SEA) on January 3. The SEA requested information regarding the university budget process, timeline and what are the upcoming budget priorities for the legislative session.

Salary compensation will be set by the state legislature. Whatever that amount is, higher education must obtain 25% of that money from tuition increases. The governor's recommendation is 2.5%. The budget reviews for the state are very robust and there are a lot of funds available for one-time and on-going.

During the presentation they went through the salary split. By the end of the legislative session, which is the first week of March, we will know what that amount is. President Cockett has already scheduled meetings with SEA and Budget and Faculty Welfare (BFW) to discuss how salary compensation will be disbursed. These funds must be used for performance based. In the past the university has set up 2 pots for across the board and then included the flex pool. These funds go to the Vice President or Dean who will provide the planned distribution (merit, equity, etc.). That is why the President is meeting with the SEA and BFW committees to discuss what that percentage will be. Faculty Senators need to remind those senators, who serve on the BFW, to get recommendations back to the group before the legislative meetings begin. Last year the president did not do a college by college update but is proposing that aggregcast be used to distribute the information this year.

Hired a new AAEO Director – Allyson Adams-Perlac, started on January 2. She comes with a full complement of leadership in this office. Allyson is currently searching for a position that will work with accommodations. She is also looking at inclusiveness and other positive initiatives. January 31 there will be a reception in the NEHMA museum to meet the AAEO office. There have been a lot of conversations regarding the School of Graduate Studies. That office will be moved in under the provost's office.

Richard Inouye will become a Vice Provost for Graduate Studies. Met with the staff and they are eager for the change. P&T Central Committee will be meeting this week. Thanks to the Senators who have worked on the process. Five new members to the Central Committee. Success numbers are going up. One result is improved mentoring for the young faculty members. Hiring good people. Taking a critical look at Breadth general education programs. Included on that task force is Lee Rickords as a leadership role. What can we do to do a better job accessing the overall outcome of the breadth courses? Working with committees to look at learning outcomes. A rubric will be put in place and John Louviere will help with this issue. Putting together a Gen Ed symposium this spring. Matt Sanders will be taking the lead on this and this will be a continuing education item for faculty.

Information

EPC Monthly Report – [December 6, 2018](#) - Edward Reeve

107 - Semester Course Approvals

5 - R401 approvals

4 - General Education approvals

No meeting for the Academic Standards Subcommittee

Reports

USUSA Annual Report - Jaren Hunsaker

Excited about holding a student council with President Cockett and her executive board presenting different initiatives and resolutions. Been working on creating and collaborating efforts between students and faculty.

Motion to approve the USUSA Annual Report made by Becki Blais. Seconded by Patrick Belmont. Report approved.

Professional Responsibilities and Procedures Committee Annual Report - Britt Fagerheim

This academic year PRPC has been busy with code changes. Multiple code changes being reviewed and moved forward.

Motion to approve the Professional Responsibilities and Procedures Committee Annual Report made by Timothy Taylor. Seconded by Ralph Meyer. Report approved.

Scholarship Advisory Board Annual Report - Taya Flores

There have been approximately \$81M for scholarships awarded through the scholarship office. This is a 3.5% increase from previous years. This year they are slated for about \$84M.

Motion to approve the Scholarship Advisory Board Annual Report made by Ben George. Seconded by Becki Blais. Report approved.

Old Business

USUSA Recommendations ([ASR 2018-2019-03](#) | [ECR 2019-02](#)) - Sierra Wise | Sam Jackson

Situation in the Music department is what brought about the writing of this legislation. USUSA is aware that this is already being discussed in the Faculty Senate. Send to PRPC to work on faculty code.

Motion to send to PRPC to work on faculty code made by Becki Blais. Seconded by Spencer Wendel. Moved to PRPR.

Mental Healthy Syllabus Resources – USUSA has been working really hard on the language that is being included on syllabi. This is mostly an effort to help students know about the resources that are available here on campus. Work with Robert Wagner to add this to the boilerplate syllabi form.

Motion to have this included on the boilerplate syllabi form made by Bryce Fifield. Seconded by Kimberly Lott. Add to syllabi boilerplate form.

405.8.2 Code – Faculty with Tenure below the Rank of Professor - Becki Lawver

Passed through the Faculty Senate and was returned from the President and Executive Council. Report of the department head or supervisor, doesn't state very clearly regarding the promotion advisory committee. Confusion of when this should be done. There was a lack of comfort with asking the department head to commit in writing the year before. Could put the department head in a tough situation. The rest of the code was fine, just subsection 3 needs to be rewritten

Motion to send to PRPC made by Boyd Edwards. Seconded by Ronda Callister. Returned to PRPC.

New Business

Working on finding a location and moving the for the March 11 meeting to March 4. Recommendations for locations like: Life Sciences / Perry Pavilion / SCCE / DE 13.

Adjourn 3:52 pm

Report from the Educational Policies Committee January 10, 2019

The Educational Policies Committee (EPC) met on January 10, 2019. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc).

During the January 10, 2019 meeting of the EPC, the following actions were taken:

1. General Education Subcommittee

- Designation Approvals: ENGL 2640 (BHU); SOC 2650 (BSS); ANTH 4330 (DSS); ANTH 3225 (DSC).
- **Action Item: Depth Courses and Categorization of Majors.** *A motion to “list the categorization by majors in the catalog alphabetically by college” was approved.*

2. Academic Standards Subcommittee

- Approval of a “**USU Global Engagement Scholar Transcript Designation.**”

3. Curriculum Subcommittee

- Approval of 75-course requests.
- Approval of the request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to change the name MS in International Food and Agribusiness to **MS Agribusiness**.
- Approval of the request from the Department of Plants, Soils, and Climate in the College of Agriculture and Applied Sciences to change the name of the BS from Land, Plant, and Climate Systems to **Soils and Sustainable Land Systems**.
- Approval of the request from the Department of Electrical and Computer Engineering in the College of Engineering to offer a minor in **Electrical Engineering**.
- Approval on new policy language for the EPC Curriculum Subcommittee handbook related to **multiple-list, cross-list, and dual-listed courses**.

Academic Freedom and Tenure (AFT) Committee, Utah State University
Report to the Faculty Senate for Calendar Year 2018

Membership

Agriculture and Applied Sciences – Nikki Kendrick
Arts – Bruce Duerden
Business – Zsolt Ugray
Education and Human Services – Stephanie Borrie
Engineering – Kurt Becker
Humanities and Social Sciences - Michael Lyons (Chair)
Natural Resources – Chuck Hawkins
Science – David Farrelly
Libraries – Sandra Weingart
Extension – JayDee Gunnell
Regional Campuses – Susan Talley
USU Eastern – Larry Martin
Senate – Nikki Kendrick
Senate – Stephanie Borrie
Senate – Zsolt Ugray

Mission as Defined in USU Policies and Procedures

The AFT Committee meets during the academic year to discuss “matters related to academic freedom, tenure, promotion, dismissals, and other sanctions; and actions alleged not to be in accordance with the adopted standards, policies, and procedures of the University” [Policy 402.12.3(1)(a)].

Committee Business Calendar Year 2018

Three matters potentially requiring committee action arose during 2018. In July, 2018 a faculty member who had been denied tenure, and promotion to Associate Professor, contacted the committee to request a Grievance Hearing. The pertinent language in USU Faculty Policies and Procedures, Section 407.5, stipulates that a “faculty member must file written notice of intent to grieve with the chair of the Academic Freedom and Tenure Committee within 20 days of receipt of notice of termination, non-renewal, or reduction in status.” In this case, more than 60 days had elapsed since the faculty had been notified of the tenure and promotion decision. So the Committee Chair denied the request, as granting the request would have undeniably violated USU Policies and Procedures..

A second issue brought to the attention of the committee involved a faculty member found potentially to be in violation of 407.9 of Faculty Policies and Procedures, which deals with “consensual relationships” between faculty and students. Following Section 407.11 of Policies and Procedures, the AFT Committee Chair appointed two members of the Faculty Senate who together with one member selected by the Provost, formed an “Inquiry Panel.” The panel investigated the alleged Code violation, and reported its findings to the Provost.

The third situation possibly requiring AFT Committee action has not yet been resolved. A faculty member who had been informed that her faculty appointment would not be renewed at the end of Fall Semester 2019, notified the committee of her Intent to File a Grievance over the decision in December, 2018. She then filed a Grievance in January, 2019. This filing complied with Section 407.5 of Faculty Policies and Procedures, and the AFT Committee Chair is now in the process of forming a Grievance Panel to hear the Grievance at some point in the next 60 days or so.

The committee received other inquiries from faculty members during year, all involving the interpretation of USU Policies and Procedures. The committee responded to the faculty members by citing the appropriate language in USU Policies and Procedures, and referring the faculty members to Acting Provost Larry Smith for further clarification. None of these questions resulted in a request for action by the committee.

Michael Lyons
Associate Professor, Political Science
AFT Committee Chair

Annual Report to the Faculty Senate
from the
University Council on Teacher Education

Academic Year
September 1, 2017 - August 31, 2018

Prepared by Sylvia Read, Associate Dean for Teacher Education
Assisted by Shannon Johnson, Lisa Christensen, and Jairo Hernandez



INTRODUCTION

During the past year, September 2017 - August 2018, the University Council on Teacher Education (CTE) has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

MEMBERSHIP

The CTE is composed of 27 (28 counting the Dean) voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the CTE prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the Utah State Board of Education, the Utah Education Association, and the local school district stakeholders are represented on the CTE. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the CTE for the 2017-2018 academic year is identified on page 6 of the report.

The CTE meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of CTE members in the affairs of the CTE. During the past year, approximately 67% of the members were in attendance at the monthly meetings.

ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

Action Items—Program Changes

The CTE approved the following program changes:

5. Students are no longer required to have a speech and hearing test prior to admission to teacher education programs.
6. The Council of Teacher Education voted to no longer seek accreditation through CAEP (Council for Accreditation of Educator Preparation). Instead, we joined AAQEP (Association for Advancing Quality Educator Preparation) and are seeking accreditation through them; teacher education, instructional leadership, and school counseling have submitted self-study reports to AAQEP, and the site visit will occur Feb. 12-13, 2018. A decision will be rendered before August 2018.

7. All secondary education teaching majors are now required to complete the Teacher Work Sample. The Teacher Work Sample is a pedagogical performance assessment that is required in order for us to recommend students for licensure with the state of Utah.
8. The English as a second language endorsement sequence of courses has been revised and updated to match the requirements from the state. Two courses will be offered at the 5000 level allowing them to be taken by undergraduates; three courses will continue to be offered at the 6000 level.
9. TEAL 5080, Integrating Arts in to Learning, was approved. This course will be required for all elementary education majors; it has a prerequisite of two arts methods courses, which requires cooperation and collaboration between TEAL and the Caine College of the Arts leadership and faculty in order to ensure that students are able to comply with the requirement. This collaboration is largely coordinated by Aurora Villa, the Beverly Taylor Sorensen Endowed Program Director.
10. Secondary education teaching majors are no longer required to have a teaching minor unless required by their home department. History continues to require students to have a teaching minor along with a history teaching major.
11. Overall entry requirements (admissions standards) for elementary, secondary, and special education programs were established based upon the entry requirements set by the Utah State Board of Education in R277-301-3, which states that programs must:
 - establish entry requirements, approved by the Superintendent, that are designed to ensure that only high-quality individuals enter the licensure program which include measures of: (i) previous academic success; (ii) disposition for employment in an educational setting; and (iii) basic skills in reading, writing, and mathematics
 Specific programs (e.g., special education) can establish more specific admissions requirements. The entry requirements are:
 - GPA of 3.0 with a possibility of a waiver if specific criteria are met (e.g., student seeks admission to a teacher licensure program with a moderate or critical shortage in Utah)
 - a measure of disposition for employment with specific criteria for entry into the program. This measurement must be recorded into the database either by grade or pass/fail
 - basic skills in reading, writing, and mathematics entry requirements be defined by each program with specific minimum grades

Information Items

1. Students must pass a background check clearance through the FBI and CBI in order to be admitted to teacher education programs. Students who have incidents that might compromise their background check clearance must self-disclose to the teacher education program in which they are enrolled. In addition, the Utah State Board of Education will notify the licensing office if incidents have occurred after a student has been admitted and is in the state database.
2. Secondary education students need to be registered for a clinical course in conjunction with methods course. Clinical courses allow students to practice the methods they are learning. If students are not registered for a clinical course (XXXX 3300 or XXXX 4300), then we are unable to ensure that they have obtained the background check clearance required to be placed in schools and to work with students in those placements.
3. The teacher salary supplement program, which is extra money that funds math, physical science, and computer science teachers who have degrees in these subjects, has now added special education to that program. Teachers can receive an additional \$4k if they apply for this program every year. <https://www.schools.utah.gov/curr/licensing/tssp>

STUDENT PROFILE

Students in the Teacher Education Program

Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 3.0 GPA and minimum grades in general education courses that provide evidence of academic success in reading, writing, and mathematics.

A total of 369 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2017 through August 31, 2018. This total represents an increase of 7.2% from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2016-2017 and 2017-2018. Table 2 provides data related to the mean ACT scores, USU GPA, and cumulative GPA.

A review of these data indicates that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPAs of their counterparts at the University. Two hundred ninety-five (395) students admitted into the Teacher Education Program during the 2017-2018 academic year submitted ACT scores. The mean composite ACT score 24.5. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 24.1. The **410** students admitted into the Teacher Education Program had a mean USU GPA of 3.48 and a mean cumulative GPA of 3.53. The Registrar's Office at the university reported a mean GPA for all sophomores at USU for fall 2018 of 3.23.

Graduates Recommended for Licensing

There were 585 students recommended for educator licensing and endorsements. This total is a increase of 17% percent in 2018 as compared to 2017 (see Table 3). Four hundred eighteen (418) students were recommended for initial licensing in 2018. This total is an increase of 8% in the number of initial licenses granted.

Praxis Content Testing

Table 4 shows that there were 1397 tests attempted in the ETS Praxis II Content test in the student's major area, and 1,112 (80%) passed. Pass rates for each content area ranged from 31% (math content) to 100%.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. In 2018 a total of 477 graduates were recommended to the Utah State Board of Education for initial licensing or additional endorsement areas. Three hundred seventy-eight (79%) responded to our placement survey. Of these, 324 (86%) were employed in Utah and 51 (13.5%) accepted teaching contracts out-of-state. These percentages represent a 99 % placement rate for those seeking teaching positions (see Table 5). The 2018 placement rate is higher than the rate achieved in 2017, which was 93 percent

SUMMARY

This report provides the Faculty Senate with an account of the activities of the CTE and the status of the Teacher Education Program for the 2017-2018 academic year. The CTE's primary activities during this period have been directed at maintaining a quality program.

The membership of the CTE is cognizant of the need to provide well-prepared teachers for our public, private, and charter schools. In response to this challenge, the CTE will continue with its efforts to provide leadership, service, and accountability for the teacher education programs at Utah State University. The intent is to use data and stakeholder input to continuously improve our high-quality pre-service teacher education programs that will attract potential teachers from diverse populations. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

UTAH STATE UNIVERSITY COUNCIL ON TEACHER EDUCATION (CTE)

MEMBERSHIP 2017-2018 through 2019-2020*

*Terms expire May 30

College and Number	Department or Area	2017-18	2018-19	2019-20
CEHS (1)	Dean			Beth Foley, Chair
CEHS (2)	Associate Dean			Sylvia Read Francine Johnson
Administration (1)	Vice Provost			Ed Reeve
Agriculture (2)	Ag. Education,			Tyson Sorenson
	Family, Consumer Sci			TBD
Education (6)	Teacher Ed and Leadership			Kathy Trundle
	Secondary Education	Eric Mohr*		
	Inst Tech		Sheri Haderlie	
	Comm Disorders & Deaf Ed	Michelle Wilson*		
	Special Education & Rehabilitation			Tim Slocum
	KHS		Peter Mathesius	
	Psychology			Camille Odell
Humanities and Social Sciences (2)	English		Sonia Manuel Dupont	
	History	Tammy Proctor*		
Caine College of Arts (2)	Fine Arts	Dennise Gackstetter*		
	Theater Arts		Cory Evans	
Science (2)	Mathematics			Kady Schneider
	Biology			Richard Mueller
State Department of Public Instruction (1)	Teacher Personnel			Travis Rawlings
University (1)	Educ. Policy Com.			Scott Hunsaker
Public Schools District Representatives (2)	Principal – Box Elder		Bryce Day	
	Teacher – Cache		Kim Panter	
Society of Supts. (1)	Superintendents		Frank Schofield	
USUSA (1)	ASUSU	Deidra Thomas*		
RCDE (1)	Regional Campus		Amy Piotrowski	

Table 1

A Comparison of Students Accepted into the Teacher Education Program, 2016-2017 and 2017-2018, by Programs

	2016-17	2017-18	DIFFERENCE
Early Childhood	21	27	6
Elementary Education (1-8)	124	136	12
Elementary Education (K-6)	31	18	-13
Composite, Elem Educ & Deaf	3	6	3
Composite, Elem Educ & Spec Educ	11	10	-1
Composite, Spec Educ & Early Child	3	1	-2
Special Education	49	52	3
Secondary Education Majors			
Chemistry	1	1	0
English	16	27	11
Geography	1	0	-1
History	10	10	0
Mathematics	13	16	3
P.E.	9	10	1
Physics	0	1	1
Spanish	3	2	-1
Agricultural Education	20	20	0
Art Education	6	6	0
Biological Science	6	4	-2
Business Education	3	6	3
Earth Science	3	1	-2
Family & Consumer Sciences Education	20	14	-6
Mathematics/Statistics	10	16	6
Music	11	10	-1
Physical Science	1	1	0
Social Studies	12	25	13
Technology Engineering Educ (TEE, ETE, TIED)	2	3	1
Theatre Arts	4	1	-3
Teacher Education-Majors TOTAL	344	369	25

Table 2

***Students' Mean Composite ACT Scores, USU GPA,
Cumulative GPA by Program, at the Time of Admission into the Teacher Education Program
September 2017 through August 2018***

Program	No. of Students Admitted	Students with ACT Scores	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	6	9	24.75	3.38	3.39
Art Education	20	10	21.00	3.47	3.46
Biological Science	9	7	24.75	3.41	3.42
Business Education	1	4	22.25	3.45	3.41
Chemistry	2	4	22.75	3.66	3.67
Composite, El Ed & Deaf Ed	2	2	25.25	3.46	3.46
Composite, El Ed & Spec Ed	5	8	28.75	3.61	3.60
Early Childhood Education	40	10	26.25	3.64	3.55
Earth Science	7	13	19.75	3.30	3.26
Elem Education (1-8)	10	9	23.50	3.34	3.55
Elem Education (K-6)	6	7	24.75	3.65	3.66
English	9	4	27.25	3.64	3.65
Family & Consumer Science Ed	5	3	20.75	3.45	3.48
History	9	23	25.25	3.54	3.46
Math	10	8	24.25	3.78	3.75
Math/Stat	7	5	31.25	3.24	3.51
Music	10	15	22.25	3.50	3.50
Physical Education	7	3	20.75	3.30	3.30
Physical Science	1	0		3.7	3.46
Physics	6	9	29.25	3.98	3.98
Social Studies	10	12	28.75	3.51	3.52
Spanish	29	10	26.75	2.86	3.74
Special Education	79	10	20.00	3.14	3.53
Tech Engineering Ed (TEE)	2	1	28.50	3.38	3.38
Theatre Arts	1	4	28.50	3.38	3.38
TOTAL	410	295	24.5	3.48	3.53

Table 3
Teacher Education Program Graduates
Recommended for Teacher Licensing
2011-2018

	2011	2012	2013	2014	2015	2016	2017	2018
Composite	29	8	8	29	38	34	30	17
Early Childhood	4	17	17	19	21	23	23	31
Elementary	123	109	139	138	116	110	109	144
Elementary K-6	7	17	15	11	9	5	3	7
Secondary	167	113	117	127	101	119	99	154
Endorsements	79	85	107	120	110	76	64	61
Art	8	5	7	5	8	5	6	4
ComD	20	13	28	21	26	15	14	16
HPER	17	27	16	17	16	13	10	7
Lib Media	1	4	4	2	3	6	3	7
Music	10	8	9	15	8	10	8	7
School Counseling	19	52	26	47	28	57	34	61
School Psychology	2	3	5	3	3	2	4	4
Special Education	89	75	79	82	97	69	91	65
TOTAL (initial certificates)	558 (416)	536 (407)	577 (470)	636 (457)	584 (418)	544 (410)	498 (387)	585 (418)

Table 4
Praxis Attempts of Teacher Education Program Graduates
Recommended for Licensing
2014-2018

Program	Praxis Test Number and Name	Passing Score	2014		2015		2016		2017		2018	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Admin/Supervisory Certificate	0411/5411- Educational Leadership & Supervision		54	49 (91%)	63	57 (90%)	59	54 (92%)	57	56 (98%)	49	49 (100%)
Ag Education	0700/5701- Agriculture		14	13 (93%)	4	4 (100%)	11	11 (100%)	19	19 (100%)	11	11 (100%)
Art Education	0134/5134- Art: Content Knowledge		11	10 (91%)	6	6 (100%)	11	7 (64%)	7	5 (71%)	4	4 (100%)
Biology	0235/5235- Biology: Content Knowledge		10	10 (100%)	18	18 (100%)	18	18 (100%)	6	6 (100%)	7	7 (100%)
Business	5101-Business Education: Content Knowledge		2	2 (100%)	1	1 (100%)	3	3 (100%)	3	3 (100%)	1	1 (100%)
Chemistry	0245/5245- Chemistry: Content Knowledge		8	4 (50%)	9	4 (44%)	28	14 (50%)	19	10 (52%)	14	12 (85.7%)
Chinese	5665-Chinese-Mandarin: World Language		1	0	1	0	1	1 (100%)	1	0	0	0
Early Childhood	0022/5022/5025 Early Childhood		4	4 (100%)	1	1 (100%)	6	6 (100%)	3	3 (100%)	1	1 (100%)
Earth Science	0571/5571- Earth Sci: Content Knowledge		3	0	2	2 (100%)	4	4 (100%)	6	6 (100%)	2	2 (100%)

Program	Praxis Test Number and Name	Passing Score	2014		2015		2016		2017		2018	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Elementary Education	0014/5014– Elementary Ed: Content Knowledge		2	2 (100%)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Elementary Education	5032/5002- Elementary Ed: Reading/Language		307	247 (80%)	321	242 (75%)	342	233 (68%)	341	230 (67%)	244	191 (78%)
Early Childhood	5033/5003- Elementary Ed		384	234 (61%)	337	267 (79%)	302	252 (83%)	276	232 (84%)	233	191 (82%)
Early Childhood/Deaf Ed	5034/5004- Elementary Ed		340	245 (72%)	350	237 (68%)	377	246 (65%)	352	220 (63%)	274	192 (82%)
Early Childhood/Elem Ed	5035/5005- Elementary Ed		312	249 (80%)	317	259 (82%)	315	238 (76%)	305	225 (74%)	230	194 (84%)
Elem/Deaf Education	Science											
Elem/Special Education												
Special Education												
English	0041/5041-English Lang: Literature & Composition: Content Knowledge		2	1 (50%)	0	0	0	0	n/a	n/a	2	2 (100%)
English	5038/5039- English Language Arts- Content Knowledge		33	32 (97%)	30	25 (83%)	44	37 (84%)	32	30 (94%)	31	25 (81%)
Family & Consumer Science	0121/5121/5122- Family & Consumer Sciences		19	18 (95%)	31	18 (58%)	17	14 (82%)	11	11 (100%)	18	16 (89%)
French	5174-French: Content Knowledge		4	1 (25%)	1	1 (100%)	1	1 (100%)	1	1 (100%)	0	0
Geography	0921/0920/5921-: Geography		1	1 (100%)	6	4 (67%)	1	1 (100%)	3	3 (100%)	3	3 (100%)

Program	Praxis Test Number and Name	Passing Score	2014		2015		2016		2017		2018	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
German	5183-German: Content Knowledge		0	0	0	0	3	2 (67%)	0	0	0	0
Health Education	5551 Health Educ		7	7 (100%)	2	1 (50%)	7	6 (86%)	2	2 (100%)	1	1 (100%)
History	0941/5941- World & US History: Content Knowledge		20	10 (50%)	30	15 (50%)	26	14 (54%)	31	20 (65%)	22	15 (68%)
Integrated Science	0435/5435-General Sci: Content Knowledge		15	11 (73%)	5	4 (80%)	5	5 (100%)	9	7 (78%)	4	3 (75%)
Latin	0600-Latin		0	0	1	1 (100%)	0	0	0	0	0	0
Library Media Endorsement	0311/5311-Library Media Endorsement		3	3 (100%)	5	5 (100%)	4	4 (100%)	9	9 (100%)	7	7 (100%)
Marketing	0561- Marketing Education		1	1 (100%)	0	0	0	0	0	0	0	0
Math Level II Endorsement	0069/5169-Middle School Mathematics		92	48 (52%)	80	41 (51%)	59	36 (61%)	55	28 (51%)	51	34 (67%)
Mathematics/ Math/Stats	0061/5061/5161- Mathematics: Content Knowledge		39	25 (64%)	36	19 (53%)	70	32 (46%)	47	19 (40%)	35	13 (37%)
Music	5113-Music Content Knowledge		6	6 (100%)	6	6 (100%)	11	10 (91%)	13	13 (100%)	7	7 (100%)
Physical Education/ PE/Coaching	0091/5091- Physical Ed: Content Knowledge		12	12 (100%)	10	9 (90%)	9	9 (100%)	8	7 (88%)	6	5 (83%)

Program	Praxis Test Number and Name	Passing Score	2014		2015		2016		2017		2018	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Physics	0265/5265- Physics: Content Knowledge		8	8 (100%)	6	6 (100%)	9	6 (67%)	6	6 (100%)	7	6 (86%)
Political Science	0930/5931– Government/ Political Sci		2	1 (50%)	4	4 (100%)	6	5 (83%)	4	3 (75%)	2	2 (100%)
Psychology	0390/5391- Psychology		0	0	0	0	3	3 (100%)	3	2 (67%)	3	3 (100%)
Reading Endorsement	0204/5204-Teaching Reading		10	10 (100%)	5	4 (80%)	6	6 (100%)	6	6 (100%)	1	1 (100%)
Sch Counseling	0421/5421-Sch Guidance & Counseling		51	50 (98%)	40	40 (100%)	54	49 (91%)	53	50 (94%)	66	60 (91%)
Sch Psychology	0401/5401/5402- School Psychologist		1	1 (100%)	5	5 (100%)	9	9 (100%)	5	5 (100%)	4	4 (100%)
Social Studies	0081/5081-Social Studies: Content Knowledge		26	22 (85%)	28	17 (61%)	21	15 (71%)	13	9 (69%)	17	15 (88%)
Sociology	0950/5952-Sociology		0	0	0	0	1	1 (100%)	0	0	0	0
Speech	0220/5221-Speech Communication		0	0	0	0	1	1 (100%)	0	0	0	0
Spanish	0191-Spanish: Content Knowledge		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1 (100%)
Spanish	5195 Spanish World Language		3	2 (67%)	8	6 (75%)	10	6 (60%)	12	9 (75%)	13	11 (85%)

Program	Praxis Test Number and Name	Passing Score	2014		2015		2016		2017		2018	
			Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass	Attempt	Pass
Special Education	0354/5354-Educ of Exceptional Students: Core Content Knowledge		6	6 (100%)	10	9 (90%)	8	8 (100%)	13	13 (100%)	8	8 (100%)
Special Education	0543/5543-Special Education Core Knowledge Mild Moderate		6	5 (83%)	20	17 (85%)	12	12 (100%)	20	18 (90%)	12	9 (75%)
Special Education	5545- Special Education Core Knowledge & Severe to Profound Applic		2	2 (100%)	3	3 (100%)	1	1 (100%)	1	1 (100%)	2	2 (100%)
Special Education	5047-Middle School English/Language Arts		24	7 (29%)	6	2 (33%)	6	5 (83%)	6	4 (67%)	0	0
Technology Engineering Education	0051/5051-Technology Education		6	6 (100%)	7	7 (100%)	7	6 (86%)	4	4 (100%)	3	3 (100%)
Theatre	0640/0641/5641-Theatre		3	3 (100%)	2	2 (100%)	4	2 (50%)	2	2 (100%)	1	1 (100%)
		TOTAL	1860	1373 (74%)	1817	1369 (75%)	1892	1393 (74%)	1764	1297 (74%)	1397	1112 (80%)

- No Utah cut-off score established

Table 5

***Placement of Teacher Education Program Graduates
Recommended for Initial Licensing for the Period
September 1, 2017 Through August 31, 2018***

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ad/Supervisory	48	20	14	6	4				100%	100%
Ag Ed	10	9	7	2					100%	100%
Art Ed	4	4	2	2					100%	100%
Biological Science	6	6	6						100%	100%
Business	1	1	1						100%	100%
Com Dis/SLP	11	9	8	1					100%	100%
ComDDE/Deaf	5	3	1	2		1			100%	100%
Composite Majors	46	41	35	6					100%	100%
Early Childhood	3	2	1	1					100%	100%
Earth Science	1	1		1					100%	100%
Elem Ed (1-8)	108	94	80	14	1	4			100%	100%
Elem Ed (K-6)	6	4	3	1					100%	100%
English	20	17	15	2					100%	100%
FCSE	16	13	10	3					100%	100%
History	10	4	4						100%	100%

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Math	5	5	4	1					100%	100%
Music Ed	7	5	3			1		1	60%	60%
PE	5	2	1	1					100%	100%
Physical Science	5	4	3	1					100%	100%
Physics	1	1	1						100%	100%
Sch Library Media	4	1		1					100%	100%
School Counselor	61	48	46	1	1			1	100%	100%
Sch Psychology	4	4	3	1					100%	100%
Social Studies	10	9	8	1					100%	100%
Spanish	6	5	5						100%	100%
Special Education	22	19	19						100%	100%
Spec Ed Alt	42	38	37		1				100%	100%
Theater	1	1	1						100%	100%
TEE/ETE/ITE/TIED	3	3	3						100%	100%
TOTALS	477	378	324	51	10	12		2	99.2%	99.7%

NOTES

1. Column 10 percent = (Col 4 + Col 5) / Col 3
2. Column 11 percent = (Col 4 + Col 5) / (Col 3 - Col 8 - Col 9)
3. Graduate may be teaching in major or minor content area.

Original Faculty Senate Notes Regarding 405.7.2 code change request:

Faculty Senate

January 8, 2018

New Business

Policy 405.11.4 External Peer Reviews (first reading)

- Kimberly Lott

Central committee reviewers were concerned with external letters that were being submitted by faculty. Some external review letters were more letters of recommendation than evaluations for tenure and are not proving promotion/tenure qualifications.

One concern is that some areas are very small and it may be hard to find some people that have enough distance from the faculty member. Those situations can be dealt with on a case-by-case basis. For at least a decade those faculty have been concerned about the closeness of an external reviewer and the feeling has been that the current language in the code does not provide clarity for conflict of interest.

Motion to move this policy back to PRPC made by Rebecca Blais. Seconded by Brad Cole. Policy returned to PRPC

Current code:

405.7.2 Additional Events During the Year in which a Tenure Decision is to be Made

(1) External peer reviews.

Prior to September 15, the department head or supervisor will make a solicitation of letters from at least four peers of rank equivalent to or higher than that sought by the candidate. If fewer than four letters arrive, additional letters will be solicited only to attain the minimum of four letters.

The reviewers must be external to the university and must be held with respect in academe. The candidate will be asked to submit the names of potential reviewers and to state the nature of his or her acquaintance with each of them. The number of names should be at least equal to the number of letters to be solicited. At least one-half of the reviewers must be selected from the candidate's list. The candidate may also submit names of potential reviewers that he or she does not want contacted, although this list is not binding on the department head or supervisor.

The department head or supervisor and the tenure advisory committee shall mutually agree to the peer reviewers from whom letters will be solicited. A summary of the pertinent information in his or her file initially prepared by the candidate and a cover letter initially drafted by the department head or supervisor with final drafts mutually agreed upon by the candidate, the tenure advisory committee, and the department head or supervisor shall be sent to each reviewer by the department head or supervisor. Each external reviewer should be asked to state, the nature of his or her acquaintance with the candidate and to evaluate the

performance, record, accomplishments, recognition and standing of the candidate in the major area of emphasis of his or her role statement. If the candidate, department head, and tenure advisory committee all agree, external reviewers may be asked to evaluate the secondary area of emphasis in the role statement as well. Copies of these letters will become supplementary material to the candidate's file (see Code 405.6.3).

Under exceptional circumstances, a waiver of the external review process may be granted by the president when such a process is operationally not feasible for a particular set of academic titles and ranks.

Proposed code changes

405.7.2 Additional Events During the Year in which a Tenure Decision is to be Made

(1) External peer reviews.

The purpose of external peer review is to provide an objective evaluation and an independent assessment of the quality and impact of the candidate's record. Prior to September 15, the department head or supervisor will make a solicitation of letters from at least four peers of rank equivalent to or higher than that sought by the candidate. If fewer than four letters arrive, additional letters will be solicited only to attain the minimum of four letters.

The candidate will be asked to submit the names of potential reviewers and to state the nature of his or her acquaintance with each of them. The reviewers must be external to the university and must be held with respect in academe-respected in their field. ~~The candidate will be asked to submit the names of potential reviewers and to state the nature of his or her acquaintance with each of them.~~ External reviewers should be persons who are not invested in the career of the candidate but, rather, who have sufficient distance to serve as an objective external reviewer. These persons should be familiar with the candidate's field of study and in some cases may know the candidate, but must be able to make an unbiased appraisal of the candidate's file, as determined by the Tenure Advisory Committee and Department Head. If a candidate believes that their discipline is not large enough to enable the creation of a list of potential peer reviewers who do not have close professional relationships with the candidate, the candidate must provide an explanation of why the proposed peer reviewer's participation is essential and why the candidate anticipates the peer reviewer will be able to provide an objective assessment. A candidate may be asked to submit additional names if it is decided that the nature of the candidate's acquaintance with the potential reviewers might prevent the reviewer from making an objective evaluation. The number of names should be at least equal to the number of letters to be solicited. At least one-half of the reviewers must be selected from the candidate's list. The candidate may also submit names of potential reviewers that he or she does not want contacted, although this list is not binding on the department head or supervisor.

The department head or supervisor and the tenure advisory committee shall mutually agree to the peer reviewers from whom letters will be solicited to ensure an objective appraisal of the

[candidate's file](#). A summary of the pertinent information in his or her file initially prepared by the candidate and a cover letter initially drafted by the department head or supervisor with final drafts mutually agreed upon by the candidate, the tenure advisory committee, and the department head or supervisor shall be sent to each reviewer by the department head or supervisor. Each external reviewer should be asked to state, the nature of his or her acquaintance with the candidate and to evaluate the performance, record, accomplishments, recognition and standing of the candidate in the major area of emphasis of his or her role statement. If the candidate, department head, and tenure advisory committee all agree, external reviewers may be asked to evaluate the secondary area of emphasis in the role statement as well. Copies of these letters will become supplementary material to the candidate's file (see Code 405.6.3).

Under exceptional circumstances, a waiver of the external review process may be granted by the president when such a process is operationally not feasible for a particular set of academic titles and ranks.

FSR 2019-01

FSEC Reading: 1/22/2019, Approved unanimously

FS Reading: 2/4/2019

Faculty Senate Resolution to Reduce Utah State University's Greenhouse Gas Pollution

Sponsors: Patrick Belmont, Peter Adler, Michelle Baker, Shannon Belmont, Roslynn Brain McCann, David Brown, Molly Cannon, Alison Cook, Rob Davies, Britt Fagerheim, Lisa Gabbert, Benjamin George, Rob Gillies, Luis Gordillo, Peter Howe, Karin Kettenring, Sarah Klain, Mark Larese-Casanova, Christopher Monz, Michaelann Nelson, Amy Odum, David Rosenberg, Kim Sullivan, Edwin Stafford, David Tarboton

WHEREAS there exists an overwhelming scientific consensus that climate change is occurring and is primarily driven by human-caused emissions of greenhouse gas pollution (Cook et al., 2013; Cook et al., 2016; Anderegg et al., 2010; RS and USNAS, 2014; IPCC, 2018; USGCRP, 2017),

WHEREAS climate change poses myriad threats to humanity as it has already increased, and will continue to intensify, heatwaves and extreme storm events, flood coastal areas, increase flood and drought hazards in many regions, escalate transmission of infectious diseases, and will substantially alter climate and environmental conditions that we have relied upon to structure the vast majority of economic activities, (IPCC, 2014; USGCRP, 2018; Parham et al., 2015; Medlock and Leach, 2015)

WHEREAS climate change will exacerbate the ongoing mass extinction of species and cause near-complete loss of coral reefs, which support a quarter of marine species (Barnosky et al., 2012; Urban, 2015; Cheung et al., 2013; Cheung et al., 2016; Pandolfi et al., 2011; Cheng et al., 2019),

WHEREAS climate change presents additional unpredictable and potentially catastrophic risks, including massive and uncontrollable release of greenhouse gases from methane hydrates and expansive peat bogs at high latitudes (Lenton et al., 2008; Mann, 2009; Xu and Ramanathan 2017; Hansen et al., 2016),

WHEREAS climate change will be increasingly detrimental for Utah as detailed in the most recent (Fourth) National Climate Assessment, as it will increase heat stress for people, livestock, wildlife and crops, reduce the snowpack that provides the vast majority of Utah's water supply and supports winter recreational activities that contribute billions of dollars and tens of thousands of jobs to Utah's economy, and continue to exacerbate wildfire risk, which threatens the quality of Utah's air, water, forests, and built infrastructure (USGCRP, 2018; Julander and Clayton, 2018),

WHEREAS the Intergovernmental Panel on Climate Change (IPCC) recently released a report calling for emissions to be cut by half by 2030 and emphasized the importance of non-governmental organizations and individuals taking action (IPCC, 2018),

WHEREAS the Utah Legislature and Governor Herbert have formally encouraged entities throughout the State to reduce greenhouse gas emissions and support innovation and environmental stewardship in order to develop positive solutions to the climate change crisis as outlined in the 50 year water plan (Utah HCR 7, 2018; SWSAT, 2017),

WHEREAS the City of Logan has acknowledged that greenhouse gas emissions must be reduced by government entities, corporations and individuals in order to prevent transition to a climate that is perilous to humans and the global biosphere (City of Logan, 2016),

WHEREAS Universities should be leaders in the search for truth, social justice, and innovation, and should operate in a manner that is in the best interests of their students, faculty, staff, administration and broader community,

WHEREAS President Stan Albrecht signed, on behalf of Utah State University (USU), a commitment in 2007 for our institution to be carbon neutral by 2050,

WHEREAS USU has taken some steps to reduce per capita emissions, including establishing a Sustainability Council involving faculty, staff and students, initiating the Blue Goes Green program, converting the bus fleet to natural gas, requiring that all new buildings meet LEED Silver standard, re-commissioning existing buildings for efficiency, and establishing a mechanism for the University to track greenhouse gas emissions on an annual basis,

WHEREAS despite efforts over the last decade, USU has failed to reduce institutional carbon emissions, which have remained approximately 100,000 tonnes per year since 2007. Per capita emissions from directly produced and purchased sources decreased nearly 20% between 2007 to 2011, but have increased by 2% since 2011.

WHEREAS USU obtains over 30% of its electricity from power plants that burn coal, which is exceedingly detrimental in terms of greenhouse gas emissions and other pollutants that affect human health, and USU further obtains 55% of its electricity from natural gas (Sunderland et al., 2016; Perera, 2016),

WHEREAS USU is Utah's Land Grant institution with an obligation to serve the people and lands of Utah using the best available science to assure health, sustainability and economic stability,

WHEREAS the Utah State University Faculty Senate represents the interests and authority of the faculty in shared governance of the University and is charged with considering and making recommendations regarding opportunities and problems facing the University,

THEREFORE BE IT RESOLVED that the Utah State University faculty declare a climate crisis that represents a clear and present danger to the University, the State of Utah, the United States of America, and the wellbeing of humans around the world and we commit to substantially modifying our behavior in order to reduce our contribution to greenhouse gas pollution as much as possible, as quickly as possible.

AND BE IT FURTHER RESOLVED that we encourage all who are unfamiliar with the causes and threats posed by climate change to learn about this critical issue.

THEREFORE BE IT ENACTED that Utah State University develop a comprehensive plan within the next 12 months and formally commit to a timeline to reduce greenhouse gas emissions by no less than 10% per year for the next 20 years, in order to bring us in line with what IPCC has identified as necessary to keep global warming to no more than 1.5 °C above pre-industrial background levels.

AND BE IT FURTHER ENACTED that the University immediately begin to implement the following in order to begin to meet that 10% per year reduction goal:

- a) Eliminate coal from the energy portfolio of the University as quickly as possible and no later than 36 months from ratification of this resolution, as coal has the highest greenhouse gas emissions of any fossil fuel and is linked to myriad human health problems including asthma, cancer, heart and lung ailments, and neurological problems.
- b) Allocate the resources needed to accelerate conversion of lighting throughout the University to low energy Light-Emitting Diode (LED) fixtures, which have been demonstrated to significantly reduce energy demand and costs, with a commitment for full conversion of the Logan and regional campuses no later than May 1, 2021.

- c) Take aggressive steps to increase the percentage of our electricity that comes from renewable sources (solar, wind, hydro, geothermal) to at least 50% by May 1, 2024, ideally sourced from Utah and with storage capabilities.
- d) Develop partnerships with the City of Logan and relevant industry and non-profit groups to identify synergies and mutually beneficial opportunities to develop alternative energy projects.
- e) Increase resources on campus to track greenhouse gas emissions, identify most effective means to reduce emissions, and educate the University community about why these actions are essential. As the current sustainability staff on campus are fully occupied while the scope and urgency of this problem continues to escalate, we recommend hiring at least one new full time staff member to work on education, reporting, and outreach.
- f) Expand the Blue Goes Green grants program to regional campuses and increase the program's budget proportionally to ensure that it addresses the projects of greatest need throughout our University system.

WHEREAS travel accounts for 14% of greenhouse gas emissions at USU, and air travel in particular has exceptionally high greenhouse gas emissions, with one round-trip flight from Salt Lake City to Washington D.C. emitting nearly 1000 pounds of carbon dioxide per person (ICAO, N.D),

WHEREAS air travel has become strongly ingrained in academic culture, and will therefore be very difficult to modify without some mechanism to account for the actual costs of our greenhouse gas pollution,

WHEREAS the current practice of allowing faculty and staff to voluntarily donate their personal funds to pay for carbon offset credits for work-related air travel has been ineffective, with a ~3% participation rate, raising approximately \$3000 per year, which has primarily been used to fund the campus zimride service,

THEREFORE BE IT RESOLVED that faculty should consider ways to reduce their air travel when possible,

THEREFORE BE IT ENACTED that USU develop and implement a mechanism to account for the cost of greenhouse gas emissions, following guidelines outlined by the Carbon Pricing Leadership Coalition and examples at Yale, UC Berkeley, Weber State University, Swarthmore, Smith, Arizona State and many other colleges and Universities (e.g., ASU, 2018). This mechanism can be initiated July 1, 2019 as a flat \$10 fee per round trip flight. A more comprehensive internal carbon pricing mechanism will be developed by the USU Sustainability Council and voted on by the Faculty Senate no later than March 2020. Funds generated from this fee will be used to support projects deemed by the Sustainability Council to have the greatest impact in reducing USU's greenhouse gas emissions.

WHEREAS Faculty Senate has a responsibility to track progress on the outcomes of its resolutions,

THEREFORE BE IT ENACTED that USU Sustainability Council report to Faculty Senate at least once per year, in the meeting during the first week of April or as soon thereafter as their annual greenhouse gas evaluation is complete.

WHEREAS our understanding of the causes, implications and solutions to climate change is advancing rapidly and further, our understanding of the technical and soft skills needed to successfully communicate about, and ultimately solve the climate change problem, continues to evolve,

THEREFORE BE IT RESOLVED that each faculty member should frequently reconsider what more they can do in their classes, in their research program, in their service, extension and outreach activities to

- a) reduce greenhouse gas emissions that result directly from their actions
- b) communicate the scope, urgency, and challenges of the climate change problem
- c) enable our students with the perspective and skillsets needed to mitigate this climate crisis

References:

Anderegg, W. R., Prall, J. W., Harold, J., & Schneider, S. H. (2010). Expert credibility in climate change. *Proceedings of the National Academy of Sciences*, 107(27), 12107-12109.

Arizona State University (2018) Case Study: Price on Carbon for Air Travel
<https://secondnature.org/wp-content/uploads/ASU-Case-Study-Price-on-Carbon-for-Air-Travel.pdf>

Barnosky, A. D., Hadly, E. A., Bascompte, J., Berlow, E. L., Brown, J. H., Fortelius, M., Getz, W.M., Harte, J., Hastings, A., Marquet, P.A. & Martinez, N. D. (2012). Approaching a state shift in Earth's biosphere. *Nature*, 486(7401), 52.

Cheng, L., Abraham, J., Haufsfather, Z., Trenberth, K.E. (2019) How fast are the oceans warming? *Science*. 363(6423), 128-129.

Cheung, W. W., Reygondeau, G., & Frölicher, T. L. (2016). Large benefits to marine fisheries of meeting the 1.5 C global warming target. *Science*, 354(6319), 1591-1594.

Cheung, W. W., Watson, R., & Pauly, D. (2013). Signature of ocean warming in global fisheries catch. *Nature*, 497(7449), 365.

City of Logan, Utah Resolution supporting policy and activities which address air quality and climate change. Resolution 16-06. Available online: <https://www.loganutah.org/16-06%20Policy%20and%20Activities%20which%20address%20Air%20Quality%20and%20Climate%20Change.pdf>

Cook, J., Nuccitelli, D., Green, S. A., Richardson, M., Winkler, B., Painting, R., Way, R., Jacobs, P. & Skuce, A. (2013). Quantifying the consensus on anthropogenic global warming in the scientific literature. *Environmental research letters*, 8(2), 024024.

Cook, J., Oreskes, N., Doran, P. T., Anderegg, W. R., Verheggen, B., Maibach, E. W., Carlton, J.S., Lewandowsky, S., Skuce, A.G., Green, S.A. & Nuccitelli, D. (2016). Consensus on consensus: a synthesis of consensus estimates on human-caused global warming. *Environmental Research Letters*, 11(4), 048002.

Hansen, J., Sato, M., Hearty, P., Ruedy, R., Kelley, M., Masson-Delmotte, V., Russell, G., Tselioudis, G., Cao, J., Rignot, E. & Velicogna, I. (2016). Ice melt, sea level rise and superstorms: evidence from paleoclimate data, climate modeling, and modern observations that 2 C global warming could be dangerous. *Atmospheric Chemistry and Physics*, 16(6), 3761-3812.

International Civil Aviation Organization Carbon Emissions Calculator. Available online: <https://www.icao.int/environmental-protection/CarbonOffset/Pages/default.aspx>

IPCC, 2014: Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Barros, V.R., C.B. Field, D.J. Dokken, M.D. Mastrandrea, K.J. Mach, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L. White (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 688.

IPCC, 2018: Summary for Policymakers. In: Global warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty [V. Masson-Delmotte, P. Zhai, H. O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J. B. R. Matthews, Y. Chen, X. Zhou, M. I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, T. Waterfield (eds.)]. World Meteorological Organization, Geneva, Switzerland, 32 pp.

- Julander, R. P., & Clayton, J. A. (2018). Determining the proportion of streamflow that is generated by cold season processes versus summer rainfall in Utah, USA. *Journal of Hydrology: Regional Studies*, 17, 36-46.
- Lenton, T. M., Held, H., Kriegler, E., Hall, J. W., Lucht, W., Rahmstorf, S., & Schellnhuber, H. J. (2008). Tipping elements in the Earth's climate system. *Proceedings of the national Academy of Sciences*, 105(6), 1786-1793.
- Mann, M. E. (2009). Defining dangerous anthropogenic interference. *Proceedings of the National Academy of Sciences*, pnas-0901303106.
- Medlock, J. M., & Leach, S. A. (2015). Effect of climate change on vector-borne disease risk in the UK. *The Lancet Infectious Diseases*, 15(6), 721-730.
- Pandolfi, J. M., Connolly, S. R., Marshall, D. J., & Cohen, A. L. (2011). Projecting coral reef futures under global warming and ocean acidification. *Science*, 333(6041), 418-422.
- Parham, P. E., Waldock, J., Christophides, G. K., Hemming, D., Agosto, F., Evans, K. J., Fefferman, N., Gaff, H., Gumel, A., LaDeau, S. & Lenhart, S. (2015). Climate, environmental and socio-economic change: weighing up the balance in vector-borne disease transmission. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 370(1665), 20130551.
- Perera, F. P. (2016). Multiple threats to child health from fossil fuel combustion: impacts of air pollution and climate change. *Environmental health perspectives*, 125(2), 141-148.
- The Royal Society and US National Academy of Sciences. (2014). *Climate Change: Evidence and Causes*. Online booklet available at: <http://nas-sites.org/americasclimatechoices/>
- State Water Strategy Advisory Team (2017) *Utah Recommended State Water Strategy*. Available online: <https://envisionutah.org/projects/utah-water-strategy>
- Sunderland, E. M., Driscoll Jr, C. T., Hammitt, J. K., Grandjean, P., Evans, J. S., Blum, J. D., Chen, C.Y., Evers, D.C., Jaffe, D.A., Mason, R.P., & Goho, S. (2016). Benefits of regulating hazardous air pollutants from coal and oil-fired utilities in the United States. *Environmental science & technology*, 50(5), 2117.
- Urban, M. C. (2015). Accelerating extinction risk from climate change. *Science*, 348(6234), 571-573.
- USGCRP, 2017: *Climate Science Special Report: Fourth National Climate Assessment, Volume I* [Wuebbles, D.J., D.W. Fahey, K.A. Hibbard, D.J. Dokken, B.C. Stewart, and T.K. Maycock (eds.)]. U.S. Global Change Research Program, Washington, DC, USA, 470 pp, doi: 10.7930/J0J964J6.
- USGCRP, 2018: *Impacts, Risks, and Adaptation in the United States: Fourth National Climate Assessment, Volume II* [Reidmiller, D.R., C.W. Avery, D.R. Easterling, K.E. Kunkel, K.L.M. Lewis, T.K. Maycock, and B.C. Stewart (eds.)]. U.S. Global Change Research Program, Washington, DC, USA, 1515 pp. doi: 10.7930/NCA4.2018.
- Utah House Concurrent Resolution on Environmental and Economic Stewardship. H.C.R. 7 (2018) Available online: <https://le.utah.gov/~2018/bills/static/HCR007.html>
- Xu, Y., & Ramanathan, V. (2017). Well below 2 C: Mitigation strategies for avoiding dangerous to catastrophic climate changes. *Proceedings of the National Academy of Sciences*, 114(39), 10315-10323.

Proposed Changes

403.3.1 Standards of Conduct - Faculty Responsibilities to Student

(8) Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, **creative work** and writing.

(9) Faculty members avoid the misuse of the classroom by preempting substantial portions of class time for the presentation of views on topics unrelated to the subject matter of the course. Faculty members do not reward agreement or penalize disagreement with his or her views on controversial topics.

(10) Faculty members do not engage in the sexual harassment of students (policy 407.8) or **any other forms of harassment (303.2). Harassment is defined as creating an unpleasant or hostile situation especially by uninvited and unwelcome verbal or physical conduct.**

(11) Faculty members do not engage in discrimination against students (policy 303.2). Faculty members will not intimidate, humiliate or abuse students. Intimidation is defined as to compel or deter by or as if by threats and humiliation is defined as to reduce (someone) to a lower position in one's own eyes or others' eyes or to make (someone) ashamed or embarrassed. Faculty members do not exploit students. Faculty will not mistreat students in ways that include but are not limited to: psychological or mental abuse or vindictiveness. Discrimination is defined as prejudiced or prejudicial outlook, action, or treatment, or to make a difference in treatment or favor on a basis other than individual merit.

Final Policy

(8) Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, creative work and writing.

(9) Faculty members avoid the misuse of the classroom by preempting substantial portions of class time for the presentation of views on topics unrelated to the subject matter of the course. Faculty members do not reward agreement or penalize disagreement with his or her views on controversial topics.

(10) Faculty members do not engage in the sexual harassment of students (policy 407.8) or any other forms of harassment (303.2). Harassment is defined as creating an unpleasant or hostile situation especially by uninvited and unwelcome verbal or physical conduct.

(11) Faculty members do not engage in discrimination against students (policy 303.2). Faculty members will not intimidate, humiliate or abuse students. Intimidation is defined as to compel or deter by or as if by threats and humiliation is defined as to reduce (someone) to a lower position in one's own eyes or others' eyes or to make (someone) ashamed or embarrassed. Faculty members do not exploit students. Faculty will not mistreat students in ways that include but are not limited to: psychological or mental abuse or vindictiveness. Discrimination is defined as

prejudiced or prejudicial outlook, action, or treatment, or to make a difference in treatment or favor on a basis other than individual merit.

Proposal Changes

403.3.2 Standards of Conduct - Professional Obligations

- (1) Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.
- (2) Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.
- (3) Faculty members do not misappropriate other's ideas.
- (4) Faculty members do not misuse privileged or otherwise confidential information.
- (5) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their obligations to their associates when they are engaged in joint research or other professional effort.
- (6) Faculty members do not exploit their positions for personal or pecuniary gain when supervising the professional work of others. Research for pecuniary return should be conditional upon disclosure to and consent of the vice president for research and dean of the school of graduate studies.
- (7) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their commitments to the institution and to funding agencies where appropriate in research, publication, or other professional endeavors.
- (8) Faculty members keep informed and knowledgeable about developments in their fields.
- (9) Faculty members do not engage in the sexual harassment of other faculty members or any employee of the university (policy 407.9) [or any other form of harassment \(303.2\)](#).
- (10) Faculty members do not engage in discrimination against other faculty members or any other employee of the university (policy 303.2).

Final Policy

- (1) Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.
- (2) Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.
- (3) Faculty members do not misappropriate other's ideas.
- (4) Faculty members do not misuse privileged or otherwise confidential information.
- (5) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their obligations to their associates when they are engaged in joint research or other professional effort.
- (6) Faculty members do not exploit their positions for personal or pecuniary gain when supervising the professional work of others. Research for pecuniary return should be conditional upon disclosure to and consent of the vice president for research and dean of the school of graduate studies.

(7) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their commitments to the institution and to funding agencies where appropriate in research, publication, or other professional endeavors.

(8) Faculty members keep informed and knowledgeable about developments in their fields.

(9) Faculty members do not engage in the sexual harassment of other faculty members or any employee of the university (policy 407.9) or any other form of harassment (303.2).

(10) Faculty members do not engage in discrimination against other faculty members or any other employee of the university (policy 303.2).

405.2 TENURE AND PROMOTION: CRITERIA FOR CORE FACULTY RANKS

2.1 Criteria for the Award of Tenure and for Promotion from Assistant to Associate Professor

The foregoing criteria are to be applied to the following areas:

(1) Teaching.

Teaching includes but is not limited to all forms of instructional activities: classroom performance, broadcast and online instruction, mentoring students inside and outside the classroom, student advising and supervision, thesis and dissertation direction, and curriculum development. Documentation supporting teaching performance must include student and peer evaluations, and may include, but is not restricted to: proficiency in curriculum development as demonstrated through imaginative or creative use of instructional materials such as syllabi, instructional manuals, edited readings, case studies, media packages and computer programs; authorship of textbooks; teaching and/or advising awards; authorship of refereed articles on teaching; success of students in post-graduate endeavors; evidence of mentoring inside and outside the classroom, including work with graduate or undergraduate researchers, graduate instructors or undergraduate teaching fellows, applicants for major scholarships or grants, implementation of high impact practices such as community-engaged teaching, first-year seminars, or strategies that promote student retention efforts, and Honors or other independent study work; recognition by peers of substantive contributions on graduate committees; service on professional committees, panels, and task forces; and invited lectures or panel participation.

(2) Research or Creative Endeavors.

Research or creative endeavors encompass a wide variety of scholarly activities that lead to the advancement of knowledge and/or to original contributions in the arts and humanities. Documentation supporting such activities must include peer recognition of their value and may include, but is not restricted to: publication of books, or monographs, or articles in peer reviewed media; intellectual contributions represented by patents, inventions and other intellectual property; effective community engagement as part of the effort; participation in symposia and authorship of chapters in review volumes; creative work in the arts and humanities that receives regional and national recognition; success in competition for extra-mural funding.

(3) Extension.

Extension provides the public, primarily within the state, with research-based information and other university resources. Documentation supporting extension performance must include peer evaluation and may include, but is not restricted to: active programs with various extension constituents; recognition by extension clients for an effective effort; effective community engagement; innovative techniques; effective use of the media; publications appropriate to the assignment; responses to requests from private and government entities for advisory help and consulting; publications in peer-reviewed and/or professional media; service

on professional committees, panels and task forces; and peer recognition of the value of the extension effort.

405.3 TENURE AND PROMOTION: CRITERIA FOR LIBRARIANS

(2) Research or Creative Endeavors.

Research or creative endeavors encompass a wide variety of scholarly activities that lead to the advancement of knowledge. Documentation supporting such activities must include peer recognition of their value and may include, but is not restricted to: publication of books, or monographs, or articles in peer reviewed media; intellectual contributions represented by patents, inventions and other intellectual property; effective community engagement as part of the effort community engaged scholarship; participation in symposia and authorship of chapters in state-of-the-art review volumes; creative work using computer/telecommunication technology which receives regional and national recognition; success in competition for extramural funding.

(3) Extension.

Extension provides the public, primarily within the state, with research-based information and other university resources. Documentation supporting extension performance may include, but is not restricted to: active library/information support with various extension constituents; recognition by extension clients for an effective effort; effective community engagement; innovative techniques; community engagement; effective use of the media; publications appropriate to the assignment; responses to requests from private and government entities for advisory help and consulting; publications in peer-reviewed and/or professional media; service on professional committees, panels and task forces; and peer recognition of the value of the extension effort.

405.5 TENURE AND PROMOTION: CRITERIA FOR PROFESSIONAL CAREER AND TECHNICAL EDUCATION FACULTY RANKS

5.1 Criteria for the Award of Tenure and for Promotion from Professional Career and Technical Education Assistant Professor to Professional Career and Technical Education Associate Professor

The foregoing criteria are to be applied to the following areas:

(1) Teaching.

Teaching includes, but is not limited to, all forms of career and technical education instructional activities: classroom performance, student advising and supervision, oversight of independent learning, mentoring students inside and outside the classroom, and curriculum development.

Documentation supporting teaching performance must include student and peer evaluations, and may include, but is not restricted to: proficiency in identifying the needs of the identified audience; curriculum development as demonstrated through imaginative or creative use of up-to-date instructional methods materials such as workshops, conferences, classes, lectures, newsletters, syllabi, instructional manuals, assigned readings, case studies, media presentations, packages and computer-assisted instruction, programs; authorship of extension bulletins, self-instruction textbooks or other instructional materials; program development teaching and/or advising awards; authorship of refereed articles on teaching; evidence of mentoring inside and outside the classroom, including work with graduate or undergraduate researchers, graduate instructors or undergraduate teaching fellows, applicants for major scholarships or grants, implementation of high impact practices such as community-engaged teaching, first-year seminars, or strategies that promote student retention efforts, and Honors or other independent study work; success of students in post-instructional licensing procedures or employment placements; service on professional committees, panels and task forces; and invited presentations or panel participation and professional lectures or consultations.

405.9 TERM APPOINTMENTS AND PROMOTION: CRITERIA

10.1 Criteria for Promotion to the Penultimate Ranks:

(1) Teaching.

Teaching includes all forms of instructional activities: classroom performance, mentoring students inside and outside the classroom, student advising, clinical supervision, thesis and dissertation direction, and curriculum development. Evidence supporting teaching performance must include student and peer evaluations where appropriate, and may include, but is not restricted to: proficiency in curriculum development as demonstrated through imaginative or creative use of up-to-date instructional materials such as syllabi, instructional manuals, edited readings, case studies, media packages, and computer programs; authorship of textbooks; teaching and/or advising awards; authorship of refereed articles on teaching; success of students in post-graduate endeavors; evidence of mentoring inside or outside the classroom, including work with graduate or undergraduate researchers, graduate instructors or undergraduate teaching fellows, applicants for major scholarships or grants, implementation of high impact practices such as community-engaged teaching, first-year seminars, or strategies that promote student retention efforts, and Honors or other independent study work; recognition by peers of substantive contributions on graduate committees; service on professional committees, panels, and task forces; invited lectures or panel participation.

(2) Research or Creative Endeavors.

Research encompasses a wide variety of scholarly activities that lead to the advancement of knowledge. Evidence supporting such activities must include peer recognition of their value and may include, but is not restricted to: publication of books, monographs, or articles in peer-reviewed media; invitations to participate in symposia and to write chapters in state-of-

the-art review volumes; ~~effective community engagement as part of the effort~~community
~~engaged scholarship~~; and success in competition for extramural funding.

Proposed Changes

Code 407.1.1 Non-punitive Measure

Non-punitive measures such as guidance, professional counseling, leave of absence, voluntary resignation, or early retirement should be considered and taken in lieu of a sanction when: (1) it is available; (2) it will provide reasonable assurance that the faculty member will not repeat his/her violation of professional responsibility; (3) substantial institutional interests are not undermined; and (4) the faculty member consents thereto. The faculty member should consult with the Americans with Disabilities Act (ADA) Coordinator within the Office of Human Resources (HR) if performance issues are medically related.

Final Policy

Non-punitive measures such as guidance, professional counseling, leave of absence, voluntary resignation, or early retirement should be considered and taken in lieu of a sanction when: (1) it is available; (2) it will provide reasonable assurance that the faculty member will not repeat his/her violation of professional responsibility; (3) substantial institutional interests are not undermined; and (4) the faculty member consents thereto. The faculty member should consult with the Americans with Disabilities Act (ADA) Coordinator within the Office of Human Resources (HR) if performance issues are medically related.

Proposed Changes

407.8 SEXUAL HARASSMENT

407.8.5 (3) Temporary suspension with full pay pending final disposition.

~~In extraordinary circumstances, where the provost finds that it is reasonably certain that the alleged sexual harassment has occurred and serious and immediate harm will ensue if the faculty member continues to work, and after consulting the chair of the Academic Freedom and Tenure Committee, the provost may at any time during or after an inquiry or investigation into a sexual harassment complaint recommend to the president the suspension with pay of any faculty member or teaching assistant accused of sexual harassment.~~

As an interim measure, after consulting the Provost and the chair of the Academic Freedom and Tenure Committee, the president may suspend a faculty member with full pay pending completion of the procedures described below, if it is determined that serious and immediate harm will ensue if the person continues to work. Harm is defined as damage or injury, either physical or emotional.

Final Code

As an interim measure, after consulting the Provost and the chair of the Academic Freedom and Tenure Committee, the president may suspend a faculty member with full pay pending completion of the procedures described below, if it is determined that serious and immediate harm will ensue if the person continues to work. Harm is defined as damage or injury, either physical or emotional.

Commented [BF1]: This was not included in code request changes from Faculty Senate, but refers to sexual harassment, as does 407.11.2, which Faculty Senate requested be changed. Code should be uniform

Proposed Changes

Code 407.11.2

(2) Notification of faculty member

Within 10 days of the decision to hold an inquiry, the provost shall notify the faculty member in writing, return receipt requested, of the specific allegations filed against him/her and the procedures described in this policy regarding the inquiry. **As an interim measure, after consulting the Provost and the chair of the Academic Freedom and Tenure Committee, the president may suspend a faculty member with full pay pending completion of the procedures described below, if it is determined that serious and immediate harm will ensue if the person continues to work. Harm is defined as damage or injury, either physical or emotional.**

Final Policy

(2) Notification of faculty member

Within 10 days of the decision to hold an inquiry, the provost shall notify the faculty member in writing, return receipt requested, of the specific allegations filed against him/her and the procedures described in this policy regarding the inquiry. As an interim measure, after consulting the Provost and the chair of the Academic Freedom and Tenure Committee, the president may suspend a faculty member with full pay pending completion of the procedures described below, if it is determined that serious and immediate harm will ensue if the person continues to work. Harm is defined as damage or injury, either physical or emotional.

Proposed Changes

407.11.3 Protection of Complainant and Others

(2) Protection of Witnesses

All reasonable measures will be taken to assure that the complainant and all others testifying before the hearing panel will suffer no retaliation as the result of their activities in regard to the process. Steps to avoid retaliation might include: (a) lateral transfers of one or more of the parties in an employment setting and a comparable move if a classroom setting is involved, and (b) arrangements that academic and/or employment evaluations concerning the complainant or others be made by an appropriate individual other than the accused, and/or (c) temporary suspension with full pay pending final disposition.

~~In extraordinary circumstances, after consulting the chair of the Academic Freedom and Tenure Committee, the provost may, at any time during or after an inquiry into a sexual harassment complaint, recommend to the president the suspension with pay of any faculty member or teaching assistant accused of sexual harassment if, after reviewing the allegations and interviewing the accused, the complainant, and, if it seems appropriate, others, the provost finds that it is reasonably certain that the alleged sexual harassment has occurred and serious and immediate harm will ensue if the person continues to work.~~

Final Code

(2) Protection of Witnesses

All reasonable measures will be taken to assure that the complainant and all others testifying before the hearing panel will suffer no retaliation as the result of their activities in regard to the process. Steps to avoid retaliation might include: (a) lateral transfers of one or more of the parties in an employment setting and a comparable move if a classroom setting is involved, and (b) arrangements that academic and/or employment evaluations concerning the complainant or others be made by an appropriate individual other than the accused, and/or (c) temporary suspension with full pay pending final disposition.